

The Self-Advocacy Curriculum and Self-Determination Project

Supported by the Tennessee Department of Education and the Boling Center for Developmental Disabilities

The University of Tennessee Center for Literacy Studies conducts training and technical assistance in delivering a self-determination and career planning curriculum to school personnel interested in empowering students to participate in their career planning at the point of transition from school to adult life. Developed for use with a wide range of student academic and vocational abilities and based upon the principles of self-determination, the Self Advocacy Curriculum helps students discern their interests and abilities, learn more about post-secondary options, make choices and decisions, and chart a career and life course for their future.

Teachers, school counselors and others who take the training will be expected to set up a program of classroom instruction using the Self Advocacy Curriculum, conduct the class within a 9-week period, use the pre-tests and post-tests to generate data and report the data to the Center for Literacy Studies. By choosing to use the Self Advocacy Curriculum, teachers are acting on their belief that every student can lead a successful and productive life. Use of this curriculum also promotes learning environments that help students develop goals leading to college and career readiness.

Services offered through the Self-Determination Project:

Basic training that qualifies teachers and other school personnel to use the Self Advocacy Curriculum.

Intensive coaching for selected school systems

Direct assistance to students' self-advocacy as requested

A reproducible copy of the Self-Advocacy Curriculum materials aligned with Common Core Standards

To learn more about using the Self Advocacy Curriculum, please contact Crystal Godwin-Melvin at codwin1@utk.edu or Melvin Jackson at mjacks63@utk.edu.

TRANSITION SERVICES

Supported by the Tennessee Department of Education and the Boling Center for Developmental Disabilities

Making a seamless transition from high school to post-secondary education, vocational training and/or employment can be difficult for students. For students with disabilities, the transition can be especially difficult as they face barriers the typical student may not have to overcome. Our schools have an obligation as well as an IDEA requirement to assist these students in the transition from school to adult life. We can help teachers write Transition IEPs for their students based on the student's strengths, preferences, and interests, which will better prepare them for college and career readiness.

Access and success at postsecondary institutes of higher education, beginning career training, or starting a new job can be challenging. Barriers can be overcome with the right information and advance planning. The University of Tennessee Center for Literacy Studies can assist students, teachers and school systems with these challenges by providing:

Training on writing Transition IEPs

Technical assistance onsite with review and recommendations regarding IEPs

Other Transition assistance targeted to the needs of individual schools

For more information, contact either Crystal Godwin-Melvin at cgodwin1@utk.edu or Melvin Jackson at mjacks63@utk.edu.